

PERSONNEL

11 September 1978

DEVELOPMENT OF THE UNIFORM PROMOTION SYSTEM

Reference: []

1. This notice highlights some of the more significant features of the Uniform Promotion System announced in []. Also provided is specific information on revised Fitness Report schedules and the dates established for promotion of all grades. Change has been directed toward achievement of a primary management goal--increased employee awareness of promotional opportunities. The new system includes the following major innovations:

- a. Agency-wide uniform promotion schedules by grades.
- b. A minimum annual target for promotion of qualified employees for each grade, established by appropriate Career Services or Subgroups and published for the information of all employees.
- c. Specific Career Service criteria for promotion, published by the Career Service or Career Service Subgroup.
- d. An evaluation panel system to be used by all Career Services in determination of eligibility for promotion. Panel rankings and recommendations can be changed only by the Director.
- e. Certificates of Promotion.

2. On 12 July 1978 the Deputy Director of Central Intelligence approved a revised Fitness Report schedule and a promotion schedule keyed to the Fitness Report dates. The promotion exercises may be annual or semiannual at the option of the Career Services or Career Service Subgroups.

3. There will be no established schedule for promotion to grades GS-06 and below. Employees in these grades will be promoted on the basis of merit, within Career Service criteria for promotion, panel evaluations, headroom, and the availability of properly graded positions.

4. The revised Fitness Report schedules will be operative for all Career Services, except the D Career Service, as of 1 October 1978. The D Service will establish its own Fitness Report schedule to meet the Agency promotion dates. Where the semiannual promotion option is elected, the first exercise in FY 1979 may be effective with either date noted on the schedule. To avoid an undue period without an evaluation of performance for GS-12 and 13 employees, there will be a one-time out-of-phase evaluation for the period ending 31 December 1978.

11 September 1978

UNIFORM PROMOTION SCHEDULE

Current Grade	New Fitness Report Period End Date	PROMOTION TO NEXT GRADE	
		Effective First Annual Option	Pay Period in Month Semiannual Option
GS-15 and above	31 March	July	January
GS-14	30 April	September	March
GS-13	30 June	November	May
GS-12	31 July	December	June
GS-11	31 August	January	July
GS-10	30 September	February	August
GS-09	30 September	February	August
GS-08	31 December	May	November
GS-07	31 December	May	November
GS-06	31 January	June	December
GS-05 and below	31 March	UN SCHEDULED	

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ATTACHMENT

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UNIFORM PROMOTION SCHEDULE
FY 1980

<u>Current Grade</u>	<u>Promotion Effective Date</u> <u>Annual Option</u>	<u>Promotion Personnel</u> <u>Action Due in TRE/CPD</u>	<u>Promotion Effective Date</u> <u>Semi-Annual</u>	<u>Promotion Personnel</u> <u>Action Due in TRE/CPD</u>
GS-15 and above	13 Jan 1980	14 Nov 1979	13 Jul 1980	14 May 1980
GS-14	07 Sep 1980	21 Aug 1980	09 Mar 1980	22 Feb 1980
GS-13	04 Nov 1979	19 Oct 1979	04 May 1980	18 Apr 1980
GS-12	02 Dec 1979	15 Nov 1979	01 Jun 1980	15 May 1980
GS-11	13 Jan 1980	27 Dec 1979	13 Jul 1980	26 Jun 1980
GS-10	10 Feb 1980	25 Jan 1980	10 Aug 1980	25 Jul 1980
GS-09	10 Feb 1980	25 Jan 1980	10 Aug 1980	25 Jul 1980
GS-08	04 Nov 1979	19 Oct 1979	04 May 1980	18 Apr 1980
GS-07	04 Nov 1979	19 Oct 1979	04 May 1980	18 Apr 1980
GS-06	02 Dec 1979	15 Nov 1979	01 Jun 1980	15 May 1980

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EVALUATION WORKSHEET

NAME _____ GRADE _____ DATE _____

I. FACTORS

A. PERFORMANCE

1. Initiative: The degree to which the individual actively seeks additional tasks, assumes responsibility and/or offers solutions to problems.

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Waits for direction -- needs constant prodding.
1 - 3	_____	Occasionally shows initiative -- moderate reminders needed.
4 - 6	_____	Usually shows initiative -- seldom needs prodding.
7 - 9	_____	Exceptional initiative -- a real self-starter.

2. Judgment: The degree to which decisions reached by an individual may be considered sound.

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Decisions are usually in error.
1 - 3	_____	While decisions sporadically prove to be correct, errors in judgment occur frequently enough that validity of decisions is often doubted or questioned.

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<u>Point Range</u>	<u>Points</u>	<u>Items</u>
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4 - 6	_____	Decisions most often are correct.
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7 - 9	_____	Decisions invariably prove to be correct.
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3. Productivity: The degree to which the individual completes assignments within environmental constraints (time, information, supervisor, etc.)

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
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0	_____	Lacking and incomplete.
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1 - 3	_____	Record is uneven and at times is unacceptable.
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4 - 6	_____	Acceptable and completed as required.
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7 - 9	_____	Exceptional.
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4. Quality: The degree to which the individual produces high quality work.

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
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0	_____	Spotty and often unacceptable.
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1 - 3	_____	Marginally acceptable.
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4 - 6	_____	Contains few errors and few evidences of carelessness -- generally acceptable.
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7 - 9	_____	Of exceptional value.
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B. SKILLS

1. Substantive Knowledge & Experience: The degree to which the individual has mastered the substantive area(s) within which he/she works.

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Poor -- useful knowledge and experience almost totally absent.
1 - 3	_____	Fair -- barely adequate.
4 - 6	_____	Good -- more than sufficient to deal with most situations.
7 - 9	_____	Exceptional -- fully developed for widest variety of situations.

2. Self-Expression: The degree to which the individual can effectively express himself/herself in substantive personnel matters.

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Unsatisfactory.
1 - 3	_____	Marginal.
4 - 6	_____	Useful and meaningful.
7 - 9	_____	Outstanding.

3. Supervisory: The degree to which the individual is able to motivate and/or supervise people in an activity or program. Individuals having specific supervisory responsibilities will be evaluated by using Section a.; all others will be evaluated by using Section b.

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a. Supervisory

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Needs constant direction from superior.
1 - 3	_____	Occasionally needs help from superior.
4 - 6	_____	Able to deal with most situations.
7 - 9	_____	Fully developed for widest variety of situations.

b. Non-Supervisory

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Needs constant guidance and direction when working with, advising and guiding people not officially associated with the individual's area of assignment but who are affected by action taken.
1 - 3	_____	Works well in advising and guiding people in certain aspects of his/her activity but requires some assistance from superior.
4 - 6	_____	Works well in advising and guiding people in the various phases of his/her activity.
7 - 9	_____	Complete confidence of supervisors in independently working with all levels of employees covering all aspects of his/her activity.

4. Organization and/or Management: The degree to which the individual is able to organize and/or manage an activity to its assigned completion. Section a. should be used to evaluate an individual who manages both programs and people; Section b. should be used to evaluate an individual who does not manage people but who does have an organization and/or a management responsibility.

-4-

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a. Programs/People

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Lacks the ability to plan and organize projects, establish priorities, delegate responsibility, and manage people. Needs constant advice, guidance, and assistance.
1 - 3	_____	Encounters some difficulty in planning and organizing projects, establishing priorities, delegating responsibility, managing and motivating people. Requires some guidance and assistance in managing assignments.
4 - 6	_____	Performs effectively in planning and organizing assignments, establishing priorities, delegating responsibility, and managing and motivating people; knows when to discuss and review problems with higher echelons.
7 - 9	_____	Unusually resourceful in planning, organizing, and directing projects, establishing priorities, managing and motivating people. Requires very little advice, guidance, and direction in handling responsibilities. Keeps supervisor aware of status of projects and assignments.

b. Programs/Projects

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Manages assigned projects, studies, etc. poorly. Cannot plan and organize work, establish realistic priorities, accomplish projects within acceptable time limits.

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<u>Point Range</u>	<u>Points</u>	<u>Items</u>
1 - 3	_____	Needs some assistance, guidance, and instruction prior to and during the management of projects and programs including the development of plans, organization of work, establishment of priorities, and completion of assignments within realistic time limits.
4 - 6	_____	Is effective in managing projects, developing plans, organizing work, establishing priorities, handling problem situations, and completing assignments on a timely basis.
7 - 9	_____	Works independently in planning and organizing work, establishing priorities, and handling major problems. Can be relied upon to complete assignments on a timely basis. Can be relied upon to propose major changes in programs or assignments. Requires no guidance and assistance but insures that proposed changes in programs or direction are discussed with higher echelons.

5. Interpersonal: The degree to which the individual successfully relates to and works with subordinates, peers, supervisors, and counterparts in other organizations.

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Does not work well with others.
1 - 3	_____	Has some difficulty working with others.
4 - 6	_____	Works well with others.
7 - 9	_____	Demonstrates exceptional ability in working with and relating to others.

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C. POTENTIAL

Capacity for Growth: The degree to which the individual can be expected to assume increased responsibility. In assessing each careerist's potential, the evaluating officer should ensure the ratings previously given under A. and B. are given consideration along with other factors such as ability to progress to higher levels of responsibility, acceptability by Agency components, willingness to serve in any assignment, and interest in self-improvement and professional growth.

<u>Point Range</u>	<u>Points</u>	<u>Items</u>
0	_____	Capacity for growth -- none.
1 - 3	_____	Capacity for growth -- limited.
4 - 6	_____	Capacity for growth -- good.
7 - 9	_____	Capacity for growth -- excellent.

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SUMMARY OF POINTS

A. PERFORMANCE

1. Initiative _____
2. Judgment _____
3. Productivity _____
4. Quality _____

Subtotal: _____

B. SKILLS

1. Substantive Knowledge & Experience _____
2. Self-Expression _____
3. Supervision
a. Supervisory
or
b. Non-Supervisory _____
4. Organization/Management
a. Programs/People
or
b. Programs/Projects _____
5. Interpersonal _____

Subtotal: _____

C. POTENTIAL

TOTAL POINTS

ADMINISTRATIVE - INTERNAL USE ONLY

A. PERFORMANCE

1. Initiative
2. Judgment
3. Productivity
4. Quality

B. SKILLS

1. Substantive Knowledge
& Experience
2. Self-Expression
3. Supervisory
4. Organization and/or
Management
5. Interpersonal

C. POTENTIAL

Capacity for Growth

TOTAL POINTS